

**Missouri Completion Academy
St. Louis Community College Self-Assessment Application**

Section I: Completion Goals

1. If your institution has established a college completion goal, please provide it and explain how it aligns with the following key considerations. If your institution has not yet established a goal, please outline your timeline and strategy for its adoption.

Excerpt from the STLCC Strategic Plan:

St. Louis Community College (STLCC) has established the “One College: Strategic Priorities for Student Success” plan for FY 2014-16. Our first goal is:

STLCC will redesign students’ educational experiences by maximizing strategies that enable all students to succeed:

- 1. Improve student retention and completion.***
- 2. Redesign developmental education.***
- 3. Assess, evaluate, revise, and align student learning outcomes.***
- 4. Embed and enhance academic support systems including online support for students into curriculum.***
- 5. Repackage course offerings for maximum flexibility and acceleration, i.e., establish a virtual campus.***

Key Considerations:

- Is the goal based on the number of additional degrees and certificates awarded annually? ***No***
- Can the goal be easily explained, with a clear rationale? ***Yes***
- Does the goal have a firm deadline? ***Yes***
- How does the goal anticipate future economic needs and demographic trends? ***STLCC has been focused on marketing programs. We have gathered the demographic data from all campuses through 2022.***

Excerpt from the STLCC Strategic Plan:

Build Pathways to Success by conducting assessments to ensure that degrees, certificates, and courses deliver requisite labor market value.

- Are certificates completed in one year or more valued and counted? ***Yes***
- Were the essential objectives of preserving access and closing attainment gaps considered? ***Yes. Data aggregated to support retention and closing the gap.***
- How do the institution-level completion goals relate to state completion goals? ***They are aligned with state and national goals.***
- Was the goal adopted through a process that ensured broad-based support and inspired ownership and action by many? ***Yes. District-wide input.***

Section II: Common Completion Metrics

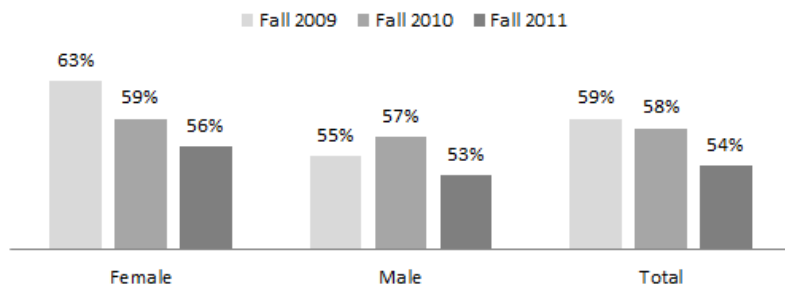
1. Have you completed an analysis of your baseline data and key findings?
Yes If so, please share your findings. *See below*. If not, please indicate your timeline for doing so.

Key Considerations:

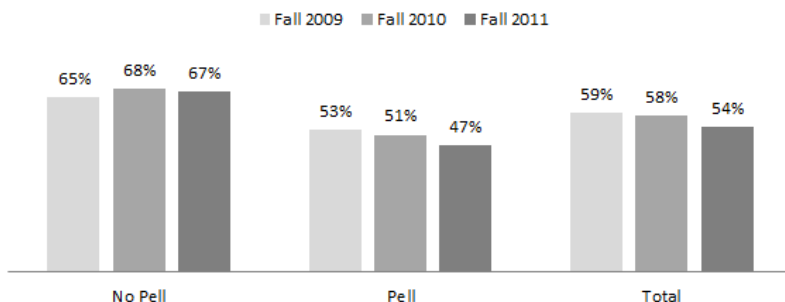
- How will the data inform your completion plan?
The 21st-Century Commission report reads: “Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.” p. 26 For first-time, full-time, degree-seeking students at STLCC, this would mean moving the graduation rate of 9.4% (2009 cohort) to 14.1% (2017 cohort). Additional data on what this entails by sub-group is available.
- Are there significant completion gaps by race/ethnicity, age and income status?
Yes (see next item)
- Are enrollments and completions moving at the same rate for all categories of students?
No. CCA Progress Metric 4: Credit Accumulation of First-Time Students:
 - *For full-time at entry students, black (non-Hispanic) students, male students, Pell recipients at entry, and adult students age 20 and older show lower rates of completing 24 credit hours within their first academic year.*
 - *For part-time at entry students, Black (non-Hispanic) students, male students, and students age 20-24 show lower rates of completing 12 credit hours within their first academic year.*

Retention (internal data): First-time in college students’ fall to spring and fall to fall retention data indicate that African American/Black students, male students, and those who receive a Pell at entry return at a lower rate than other groups. Fall to fall data are provided in the charts below:

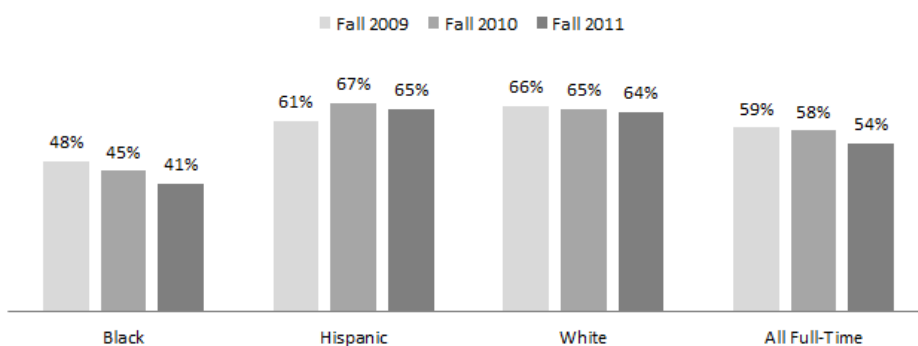
Fall to Fall Retention by Gender



Fall to Fall Retention by Pell Status at Entry



Fall to Fall Retention by Selected Race/Ethnicity



- **Developmental Education success and progress (internal data):**
 - **For each of the metrics below, Pell recipients at entry, African American/Black students, and males showed lower rates of success and progress than other groups.**
 - **Success in the highest level developmental English (ENG:030) and math (MTH:030) course.**
 - **Subsequent enrollment in the gateway college English (ENG:101) and math (MTH:140) course.**
 - **Success in the gateway college English and math course.**

- How many first-time students enroll in remedial courses their first academic year?

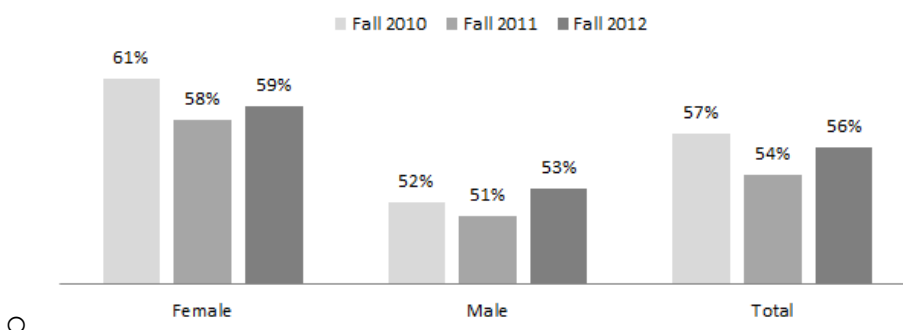
CCA Progress Metric 1: Enrollment in Remedial Education. Of the 4,987 first-time in college students at STLCC (fall 2009), 3,899 enrolled in math and/or English (including reading) remedial coursework. This represents 78% of the first-time in college students. Math 140 was considered college-level for these analyses.

- Are these students moving on to complete college-level courses?
CCA Progress Metric 2: Of the 3,899 students taking remedial coursework, 32% completed their remedial courses, and only 15% completed a college-level course in the same subject within two academic years of entry.

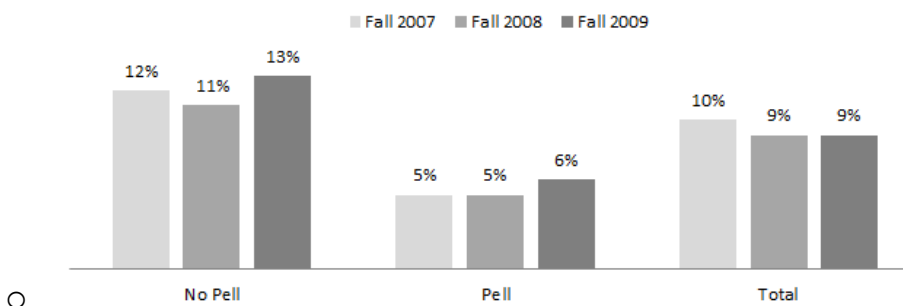
- Are students completing degrees in an efficient amount of time and credit-hours?

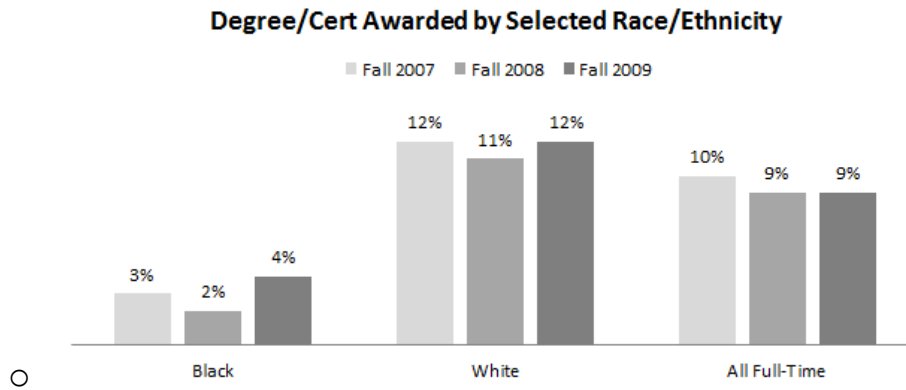
CCA metrics for time and credits to degree are flawed. Three-year graduate rates are for first-time in college, full-time enrolled in the entering cohort (internal data). Overall, the graduation rate is low. Male students, Pell recipients, and African American/Black students complete certificates and degrees within three-years at a lower rate than other groups. Data are provided in the charts below.

Degree/Cert Awarded by Gender



Degree/Cert Awarded by Pell Status at Entry





- What percentage of attempted courses did students actually complete?
CCA Progress Metric 6: Course Completion. Based on the 2010-2011 data, full-time students completed 70.58% of credit hours attempted, part-time students completed 48.48% of credit hours attempted, and transfer-in students completed 67.25% of credit hours attempted.
- Are your institutions effectively moving students through the system?
The concept of “effectively” is very broad. Based on the “key considerations” several things can be noted:
 - ***Outcomes and progress are lagging more for males, students who start college as Pell recipients, and African American/Black (non-Hispanic) students.***
- How many full-time students completed 24 credit hours in their first academic year? How many part-time students completed 12?
CCA Progress Metric 4: Credit Accumulation. Based on fall 2009 data for first-time in college students, 33.11% of full-time at entry students were able to complete 24 credit hours within their first academic year and 30.61% of part-time at entry students were able to complete 12 credit hours within their first academic year.
- How many certificates of one year or greater did your public institutions award this year?
CCA Outcome Measures 1: Degree Production. 202 certificates of proficiency were awarded in 2010-2011 from STLCC.

- How will you ensure that the Common Metrics serve as the backbone of a comprehensive accountability effort, annually reported and widely shared publicly?

There are many ways to define student success metrics and the college participates in many collections with varying frameworks.

By partnering with CCA on this Academy, is the State looking to use CCA data as a statewide framework?

Section III: Completion Strategies

1. What strategies are you employing or considering to reduce time-to-degree and to accelerate student success?

St. Louis Community College employs a variety of strategies to reduce time to degree and accelerate success. For example, Students are required to declare a major when taking advantage of federal financial aid. Required course (Smart Start) for new first time full-time developmental education students. Content includes development of an academic plan that provides efficient goal achievement. We will be adding a similar course for ALL first time full-time students to declare a major and develop an academic plan.

Key Considerations:

- Do you require all students to have graduation plans and declare majors early? *Yes – for the majority of students.*
- Has your institution or system produced policies on credits to degree, e.g., 30 credits for a one-year certification, 60 credits for an associate's degree and 120 credits for a bachelor's degree? *Yes*
- Are there policies in place to curb “credit creep”?
Checks and balances are in place to control “credit creep” throughout the curriculum and program approval process. We have denied curriculum/program changes which add additional credits to the degree.
- Do you participate in effective statewide articulation agreements so that credits easily transfer across all campuses? *Yes*
- Do you participate in the development of Missouri's core transfer library? *Yes*
Would you participate in a common course numbering system? *Yes*
- Are you considering strategies to encourage more full-time attendance?
Yes. We have developed some accelerated programs and programming, and are considering further developments.

- How are you using summer, technology and early college credit to accelerate success?

Summer Boot Camps are utilized during the summer for refreshing student abilities, which has shown to advance student's placement. An accelerated learning academy is utilized. We are accelerating our work with area high schools to increase dual enrollment and dual credit.

2. Describe your institution's efforts to transform remediation, your approach to reform and timeline for implementation.

As an Achieving the Dream institution, STLCC is actively engaged in efforts to transform remediation through multiple means:

- ***Adult Learning Academy***
- ***Summer Boot Camps***
- ***Modularized Math***
- ***Contextualized Reading***
- ***Accelerated English Courses***

Key Considerations:

- Is your institution using the co-requisite remediation model, e.g., embedded remediation for first year courses? ***Yes***
- Is the benchmark for success the student completing the corresponding gateway course? ***Yes***
- How is your institution tailoring remediation by using customized modules which focus students on filling specific academic gaps instead of reviewing material they already know?
We are exploring ways to scale up pilot and campus specific practices, which include modularization in math.
- What efforts have been made to improve placement assessments to more precisely diagnose academic shortcomings?
We are utilizing the Accelerating Two Courses in English (ACE) delivery method, linking courses in developmental and college level English (highest level of remediation and first college level composition course). Videos are being developed to also support better results.

- Are your remediation reform efforts designed to assist students in getting up to speed in the shortest amount of time possible, including making better use of opportunities during the summer, the 11th and 12 grade years, or embedding remediation in standard courses?
Yes. We continue to develop summer and other opportunities to embed ‘college readiness’ into the preparation for student applicants. This includes working with the several public school partners within the district.
 - Has your institution clarified and communicated what constitutes readiness for success in the first year of college? *Yes*
If so, has this resulted in standardized placement policies across all departments and/or campuses? *Yes*
The discussion of what constitutes readiness is one which is going on with all higher education institutions. STLCC joined all of the Missouri community colleges in identifying Compass as the common testing tool, and specifying consistently across the state what constitutes college readiness. We are currently and continuously educating our public schools about what this means through multiple venues.
 - Can your institution determine how placement policies relate to success rates?
Yes. We are reviewing student success in ‘gateway’ courses, including making recommendations for improvements in these courses.
 - Have efforts been made to standardize placement policies?
Yes.
3. Certificates often produce incomes that exceed many associate and even some Bachelor’s degrees. How does your institution count certificate completions, especially those earned in one year or more at public institutions? Does your institution factor certificates into state completion goals?
STLCC counts certificate completion into our measurement of student success. Certificates have always been a part of our completion agenda.

Key Considerations:

- Will certificates be a part of any strategies you will consider to increase completions, especially among working adults? **Yes**
- Is your institution taking steps to strengthen articulation of certificates to associate degree programs? **Yes**
- Are more structured delivery programs being used to shorten the time it takes to accomplish a credential and boost the number of completions? **Yes**

- What steps is your institution taking to promote more effective employer linkages?

STLCC's Annual State of the Workforce Conference has been a tremendous success. We have the opportunity to collect and analyze data relevant to the employment forecast for St. Louis. The Foundation Board hosted a workforce readiness panel with business leaders and college academicians. Grant opportunities are also being leveraged.

- How does your institution ensure quality and labor market value of certificates?

As one of our strategic priorities (quality and labor market value of certificates) we include a tech scan, program review, DACUM, industry advisory councils, and Career Coach software.

We have been very aggressive in embedding remediation in non-credit courses through our work in MoHealthWINS and MoManufacturingWINS.

4. A new American majority of students has emerged: most students today must balance the job they need with the higher education they desire. Has your institution developed new delivery structures to help students' better balance work and school? **Yes**

Key Considerations:

- Block scheduling and student cohorts are proving to be effective tactics to boost completion by providing more predictable daily planning and peer support. Is your institution interested in exploring this kind of restructuring?

We have these modalities currently underway.

- Has your institution conducted outreach to students to better understand the conflicting demands on their time and devise new approaches to assist them in accomplishing their higher education aspirations more quickly and efficiently?

We continue to learn from student focus groups as well as national survey instruments to ascertain student interests, needs, concerns, and aspirations.